

English Rhetoric II	Pre-requisites: LM-1351, LM-1352, LM-1353
LM-1362	Co Requisites: LM-1361, LM-1363
Credits: 3	Type: Simple
Hours: 3 hours / week	Weeks: 15
Level: Second semester, Third Year	Semester: II-2013

## COURSE OUTLINE

### I. DESCRIPTION

LM-1362 is a required course which focuses on the development of argumentative writing skills. Students will analyze controversial issues, defend and critique argumentative positions, and write argumentative essays, applying the principles of formal academic writing. Students will also document sources using correct APA style.

### II. GENERAL OBJECTIVES

By the end of the course, the students will be able to:

- A. Defend an argumentative position by writing original, well-organized, effectively supported argumentative essays, with an improved level of linguistic accuracy.
- B. Evaluate and critique diverse argumentative positions through the analysis of a variety of texts on national and international issues.

### III. SPECIFIC OBJECTIVES

By the end of the semester, the student will be able to:

- A. Separate fact from opinion.
- B. Distinguish relevant from irrelevant statements.
- C. Explain issues that are related to specific argumentative claims.
- D. Analyze profiles of advocates and opponents of certain issues.
- E. Formulate appropriate claims to defend argumentative positions.
- F. Validate or reject argumentative claims through appropriate procedures.
- G. Apply reasoning processes to detect and avoid logical fallacies.
- H. Evaluate and use a variety of sources and forms of support as evidence.
- I. Develop effective proposals.
- J. Write appropriate editorials.
- K. Revise their writing to effectively vary lexical style, perfect transition techniques, and improve concision.
- L. Proofread for imprecision, and for lexical, mechanical, and structural defects.
- M. Apply standard bibliographical format for references pages in APA format.

### IV. CONTENTS

<b>A. Introduction</b> Plagiarism overview Definition of argumentative writing Key concepts in argumentative writing APA guidelines Organizational plans (A B C)	<b>C. Arguing Facts</b> Fact vs. opinion Citing and evaluating sources Generalizations Using appropriate language
<b>B. Terms of argument</b> Claims Facts Support Fallacies	<b>D. Editorials</b> How to write editorials

## V. METHODOLOGY

Students are responsible for the assigned readings. They are expected to take an active part in discussions and to hand in practice assignments on time. The coursework involves both in- and out-of-class compositions, and a final paper. Composition assignment length will vary from 4 to 6 pages depending on the type of writing task. The course requires students to do both in-class and out-of-class activities. These activities will include research, discussions, readings, presentations by the students, and exercises to review the theory and to implement the knowledge acquired. Students will write five-paragraph argumentative essays following APA format in-class or out-of-class.

For the in-class essay and final exam, instructors will provide students with two topics the day of the evaluation. Along with each topic, two short readings will be given so that students read them and use them as sources for their essay. Students are expected to demonstrate their abilities by using the readings as support for their writing.

## VI. EVALUATION

Evaluation is continuous with every assignment. The final grade will be determined on the following basis:

Quizzes (three)	15%
Essays (one in-class and two out-of-class)	60%
Final exam (in-class essay)	25%

## VII. NOTES

A. No late work will be accepted. Assignments must be submitted no later than 15 minutes after the beginning of the class. Only in very special circumstances, at the professor's discretion, will late assignments be accepted, only under well justified reasons filed in due time according to the procedures provided for in the institution's rules and regulations (*Reglamento de Régimen Académico Estudiantil*) will late work be accepted. All papers must follow appropriate APA format or they will not be accepted by the instructor.

B. Your essays are part of a process that must be fulfilled on time. Even if proposals, outlines, drafts or any other work previous to the final version of each essay do not have a percentage in the final grade, they are part of the writing process and guarantee a better performance. Besides, all outlines, drafts and sources, among other materials used during the writing process of essays, should be attached to the final version. This includes evidence of peer feedback when required by the professor.

C. Papers will be graded and returned according to the *Reglamento de Régimen Académico Estudiantil*. You will sign a sheet indicating that you received your essay or any other work accordingly.

D. Cell phones must be off and put away at all times during class out of respect for both the professor and the participants in the class who are invested into completing course objectives and work.

E. Use updated sources (they should not be older than 2 years old). You should use credible-professional databases from UCR. Do not use Wikipedia. It will not be accepted as a source under any circumstances.

F. Because an in-class essay entails writing to the best of your abilities, the use of dictionaries will not be allowed—at the professor's discretion.

### Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica

#### ARTICULO 4. Son faltas muy graves:

g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.

j) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.

k) Presentar como propia una obra intelectual elaborada por otra u otras personas, para cumplir con los requisitos de cursos, trabajos finales de graduación o actividades académicas similares.

**ARTICULO 9.** Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.

b) Las graves con suspensión de quince días lectivos a seis meses calendario.

## **REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL**

**ARTÍCULO 22.** Debe observarse el siguiente procedimiento, en relación con la calificación, entrega e impugnación de los resultados de cualquier prueba de evaluación, salvo disposición expresa en contrario:

a. El profesor debe entregar a los alumnos las evaluaciones calificadas y todo documento o material sujeto a evaluación, a más tardar **diez días hábiles** después de haberse efectuado las evaluaciones y haber recibido los documentos.

## **VII. BIBLIOGRAPHY**

### **Required textbook:**

Course anthology with materials compiled by the instructor

### **Supporting texts:**

Allen, M. (2004). *Smart Thinking: Skills for Critical Thinking Understanding and Writing*. U. K.: Oxford.

Davis, J. & Liss, R. (2006). *Effective Academic Writing 3*. New York: Oxford.

Hacker, D. (2004). *Rules for Writers*. New York: Bedford/St. Martins.

Gass, R. (2008). Toulmin Model of Argument. Retrieved August 6, 2008, from the World Wide Web: <http://commfaculty.fullerton.edu/rgass/toulmin2.htm>

Mayberry, K. & Robert E. G. (1995). *For Argument's Sake: A Guide to Writing Effective Arguments*. 2nd. ed. New York: Harper Collins College.

Reid, J. M. (2000). *The Process of Composition*. 3<sup>rd</sup> ed. New York: Prentice Hall Regents.

Vano, D. (2010). The Elements of Rhetoric. Anchorage School District. Retrieved from <http://www.asdk12.org/homeworkdetails.asp?num=102499&ClassID=10198&AssignNum=132290>

### **Suggested dictionaries:**

*Merriam-Webster's Guide to Punctuation and Style*. 2<sup>nd</sup> Edition. Springfield, Massachusetts: Merriam-Webster, Incorporated.

*Merriam-Webster's Thesaurus*. New Edition. Springfield, Massachusetts: Merriam-Webster, Incorporated.

*The Merriam-Webster Dictionary*. Springfield, Massachusetts: Merriam-Webster, Incorporated.

Or other reputable college-level English/English dictionaries which contain sample sentences.

**Rhetoric II LM-1362 II-2013**  
**Professor: Luis Salazar**  
**Tentative Chronogram<sup>1</sup>**

Week	Dates	Topic	Evaluations
1	August 12-15	<b>Holiday</b>	
2	August 19-22	Introduction: Review <ul style="list-style-type: none"> <li>• Introduction, conclusion, outlining.</li> <li>• MLA vs. APA review.</li> <li>• Audience analysis</li> </ul>	
3	August 26-29	<ul style="list-style-type: none"> <li>• Writing a position statement</li> <li>• Arguments and counterarguments</li> </ul>	
4	September 2-6	<ul style="list-style-type: none"> <li>• Organizational patterns</li> <li>• Claims, facts and support (definition)</li> <li>• HW: Prepare outline Out-of-class 1</li> </ul>	<b>Quiz 1 (theory studied so far)</b>
5	September 9-13	<ul style="list-style-type: none"> <li>• APA</li> <li>• Revision outline Out-of-class 1</li> </ul>	
6	September 16-20	<ul style="list-style-type: none"> <li>• Using appropriate language</li> <li>• Fallacies</li> </ul>	<b>Hand in Out-of-class 1</b>
7	September 23-27	<ul style="list-style-type: none"> <li>• Logos, pathos and ethos</li> <li>• Review on punctuation</li> </ul>	
8	September 30-October 4	<ul style="list-style-type: none"> <li>• Feedback session 1</li> </ul>	<b>Quiz 2 (APA and theory)</b>
9	October 7-11		<b>In-class 1</b>
10	October 14-18	<ul style="list-style-type: none"> <li>• Video: "Los huevos de oro"</li> <li>• Brainstorming</li> <li>• HW: Prepare outline Out-of-class 2</li> </ul>	
11	October 21-25	<ul style="list-style-type: none"> <li>• Revision outline Out-of-class 2</li> <li>• Draft and peer revision</li> </ul>	<b>Hand in Out-of-class 2</b>
12	October 28-November 1	<ul style="list-style-type: none"> <li>• Editorial</li> </ul>	
13	November 4-8	<ul style="list-style-type: none"> <li>• Editorial practice</li> </ul>	
14	November 11-15		<b>Quiz 3 (Editorial)</b>
15	November 18-22	Feedback session 2	
16	November 25-29		<b>In-class (Final Exam)</b>
17	December 2-6	Final Grades	
18	December 12	Ampliación	

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<sup>1</sup> At the professors' discretion